DOCUMENT RESUME

ED 118 407 SE 020 221

AUTHOR Laffin, Charles W., Jr.
TITLE Evaluating the Performance of Non-Teaching Professionals.
PUB DATE Jun 75
NOTE 17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Administrator Evaluation; Counselor Evaluation; Educational Administration; *Evaluation; *Higher Education; *Performance Criteria; *Professional Personnel; Universities

ABSTRACT

The criteria for evaluating the performance of non-teaching professionals employed by the State University of New York are described. Included in this category are counselors, registrars, and other administrative personnel. The advantages of using this evaluation scheme are discussed, and a sample employee performance program is provided. (MLH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118407

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Event Number: 4250

AMERICAN SOCIETY FOR ENGINEERING EDUCATION

ANNUAL CONFERENCE, June 16-19, 1975

COLORADO STATE UNIVERSITY

FT. COLLINS, CO. 80521

EVALUATING THE PERFORMANCE OF NON-TEACHING PROFESSIONALS

By

Charles W. Laffin, Jr., Ed.D.

President
State University Agricultural
and Technical College
Farmingdale, New York 11735

SE020 221

EVALUATING THE PERFORMANCE OF NON-TEACHING PROFESSIONALS

By Charles W. Laffin, Jr.

COLLECTIVE BARGAINING IN NEW YORK STATE

Under the provisions of the Public Employees Fair Employment Act, otherwise known as the "Taylor Law," employees of the State University of New York exercise the rights of organization and collective representation concerning the determination of the terms and conditions of their employment.

Enacted into legislation in 1967, the Taylor Law, while prohibiting strikes on the part of public employees, permits a mechanism whereby public employees may designate an agent to bargain collectively on their behalf. Prior to the enactment of this legislation, professional employees of the State University of New York were without representation and negotiated terms of employment on an individual basis.

EVALUATION OF PROFESSIONAL EMPLOYEES

On May 4, 1972, representatives of the State University of New York and the Senate Profession Association (which then represented State University professional employees) signed a Memorandum of Understanding concerning the

establishment of a procedure to evaluate the performance of all professional employees in the "Professional Services Negotiating Unit." Included in this unit are members of the non-teaching professional staff, such as counselors, registrars, and other administrative personnel who are not designated as managerial or confidential employees. Managerial employees are defined as persons who formulate policy, assist in the preparation and conduct of collective negotiations or play a major role in the administration of agreements or in personnel administration. Confidential employees assist and act in a confidential capacity to managerial employees. The State University annually publishes a list of job titles excluded from the negotiating unit.

FARMINGDALE AND THE SUNY SYSTEM

The State University of New York comprises 69 separate institutions with a total enrollment of over 161,000 full time equivalent students. The various units of the State University are widely distributed across the State and include:

4 University Centers

2 Medical Centers

13 Four Year Colleges

2 Specialized Colleges (Forestry and Maritime)

6 Two Year Agricultural and Technical Colleges

5 Statutory Colleges

37 Community Colleges

With the exception of the 37 community colleges, which are locally sponsored and have local boards of trustees, the units of the State University are governed by a central board of trustees and operate under the leadership of a central administration which is located in Albany, the State Capital. The State University of New York was established by an act of the State Legislature in 1948. The Agricultural and Technical College at Farmingdale is located at the southeast end of New York State in an area which is popularly called Long Island. Long Island is in reality a peninsula which juts approximately 140 miles into the Atlantic Ocean. The area is bounded by New York City on the west, by Long Island Sound on the north, and by the Atlantic Ocean on the south and east. Nassau and Suffolk Counties, which Farmingdale's campus straddles, have a combined population of over 2,700,000 people. The eastern end of Long Island still contains some of the country's largest potato and strawberry farms, while the western end borders on New York City.

Founded in 1912, as the New York State School of Agriculture,

Farmingdale has experienced many changes over the past 63 years and today offers a variety of full time and part time programs in agricultural and engineering technologies, human services, business and arts and sciences. The academic programs are made up of 31 separate and distinct curricula and enroll over 6,500 full time and over 7,100 part time students. Farmingdale has over 300 full time faculty and over 100 non-teaching professional employees.

PERFORMANCE PROGRAMS

As established by the Policies of the Board of Trustees of the State University of New York, the performance of each non-teaching professional employee must be evaluated in writing by the person's immediate supervisor once each year during the term of appointment. This annual evaluation must be based upon the employee's Performance Program. Employee Performance Programs are determined jointly by the employee and the immediate supervisor and constitute a written document which is kept on file (See Appendix A). The Performance Program lists the employee's duties and responsibilities, supervisory relationships, and functional relationships. Each of the employee's functions are stated in terms of performance objectives with criteria for evaluation. Long term goals are also developed and stated.

EVALUATION CRITERIA

The criteria for evaluating the performance of non-teaching professional employees are as follows:

(a) Effectiveness in Performance - As demonstrated by success in carrying out assigned duties and responsibilities.

(b) Mastery of Specialization - Indicated by degrees, licenses, honors, awards and reputation in professional field.

(c) Professional Ability - Shown by invention or innovation in professional, scientific, administrative or technical areas; such as the development or refinement of programs, methods, procedures or apparatus.

(d) Effectiveness in University Service - Demonstrated by such things as successful committee work, participation in local campus and University governance and involvement in campus or University related student or community activities.

(e) Continuing Growth - Evidenced by continuing education, participation in professional organizations, enrollment in training programs and research.

As part of the annual evaluation process, the comments of the employee's immediate supervisor are recorded (See Appendix B) and the employee is given a copy of the supervisor's written comments. At this time, the immediate supervisor must discuss the performance evaluation and possible modification of the Performance Program with the professional employee. In his overall evaluation, the immediate supervisor must indicate whether or not the employee's performance is satisfactory. In the event of an unsatisfactory rating, the employee may request review of the report by a professional staff committee established for this purpose.

EFFECTIVENESS OF THE EVALUATION PROCESS

Overall, the formal evaluation process has not proven difficult to administer, nor has it created any observable negative effects. Well developed Performance Programs clearly indicate the expected functions and levels of professional performance and help eliminate the possibility of arbitrary evaluations. The evaluation process itself gives the non-teaching professional employee the opportunity to respond to his supervisor's comments and the continual annual review process has the effect of setting performance goals on a year to year basis providing the flexibility of altering professional performance objectives

to meet the changing needs of the college. All in all, our experience with the process has been positive and we would recommend it to institutions seeking to develop a program of evaluation for non-teaching professional employees.

Appendix A

The following is the Performance Program for Mary Smith, Director of Admissions, Farmingdale, covering the period of December 1, 1974 to November 30, 1975.

Submitted by: John Jones

Date: 12/6/74

I. DUTIES AND RESPONSIBILITIES: The Director of Admissions shall:

1. Direct the College's admissions program.

2. Establish procedure for processing applications.

3. Recommend criteria for admissions of new, transfer, readmit, and change of curriculum applicants in terms of high school average, rank-in-class, test scores, and previous college performance.

4. Evaluate and interpret academic credentials.

5. Direct the notification to applicants of decisions and handle pressures on behalf of disappointed applicants.

6. Organize, orient, and supervise persons who perform applicant interviews.

7. Prepare reports relevant to admissions operations.

8. Perform other duties as assigned.

II. SUPERVISORY RELATIONSHIPS:

1. The Director of Admissions reports to the Vice President for Academic Affairs.

2. The Director of Admissions supervises the personnel in the Admissions Office.

III. FUNCTIONAL RELATIONSHIP:

The Director of Admissions works with 1) Chairmen of academic divisions and departments, 2) Dean of Students, 3) Director of Housing, 4) Director of Financial Aid, 5) Bursar, 6) Vice Presidents, 7) Registrar, 8) Assistant Dean of Students for Special Programs, 9) Director of Computer Center, 10) SUNY Admissions Processing Center, 11) High School Guidance Counselors, 12) Federal and State Agencies, and 13) other governmental and private agencies as may be required.

IV. IMMEDIATE OBJECTIVES AND CRITERIA

Function: The Director of Admissions shall direct the College's admissions program.

Objective	Criteria
An on-going program for student recruitment and counselor updating shall be maintained.	A program for day and evening visits to selected public and private high schools will be organized as part of the admissions recruitment effort. On-the-site visits to public and private secondary schools as well as on-campus programs shall be maintained in an effort to keep high school counselors abreast of all campus developments related to admissions.
Applications for full-time day matriculation shall be received and processed.	Contact will be maintained with the S.U.N.Y. Admissions Processing Center and the campus Computer Center for the purpose of facilitating the application processing system.
Applications for full-time day matriculation shall be decisioned.	Decisions will be based on predetermined criteria for course requirements as established by department chairmen. Decisioning will take into consideration the specific curricula quotas as pre-determined.
An on-going interview and advisement program shall be provided.	A schedule of appointments with prospective students shall be maintained. Information pertaining to admissions, curricula, application procedures and other matters of concern to prospective applicants shall be disseminated to all interested parties.

Function: The Director of Admissions shall establish procedures for processing applications.

Objective	Criteria
Applications for full-time day matriculation shall be processed upon receipt of all pertinent data from the S.U.N.Y. Admissions Processing Center.	Processing will take place as rapidly as possible with the present staff and without unnecessary inconvenience to applicants. Special tests and examinations will be arranged for applicants to talent programs. Consultation shall take place when necessary with academic department chairman.

Function: The Director of Admissions shall recommend criteria for admission of new, transfer, readmit, and change of curriculum applicants in terms of high school average, rank-in-class, test scores, and previous college performance.

Objective	Criteria
Admissions criteria other than prerequisite entry courses, shall be reviewed and established prior to the admission of each new entering class.	Criteria will be determined following evaluation and review of performance of previous freshman classes. Consultation will take place where advisable with department heads.

Function: The Director of Admissions shall evaluate and interpret academic credentials.

Objective	Criteria
Academic records submitted with applications shall be interpreted.	Academic records shall be interpreted to applicants, parents, and other concerned parties in terms of academic readiness and curriculum admissibility. Previous college records shall be reviewed for admission acceptability and program placement.

Function: The Director of Admissions shall direct the notification to applicants of decisions and handle pressures on behalf of disappointed applicants.

Objective	Criteria
Notification of all Admissions decisions shall be processed.	All applicants for admission to the College shall be notified of action as rapidly as possible. Notification shall include letters of acceptance, waiting list, rejection, cancellation, and reinstatement.
Communication on behalf of disappointed applicants shall take place.	All rejected applicants will be offered a follow-up interview.

Function: The Director of Admissions shall organize, orient, and supervise persons who perform applicant interviews.

Objective	Criteria
All persons involved in student recruitment and interviewing shall be appropriately trained and supervised.	An organized training program for all new professional admissions employees shall be provided. The performance of all staff members involved in student recruitment and interviewing shall be periodically reviewed and evaluated.

Function: The Director of Admissions shall prepare reports relevant to the admissions operation.

Objective	Criteria
A freshman profile shall be prepared.	When appropriate data is available, a comprehensive profile of the fall entering class shall be prepared. A weekly statistical progress report shall be prepared as soon as sufficient data is available.

Objective	Criteria
	Other reports relevant to Admissions shall be prepared when deemed advisable.

V. LONG TERM OBJECTIVES:

1. The Director of Admissions shall seek improvement of his professional growth and capabilities through formal course work; attendance, whenever time and budget permit, at professional, State and S.U.N.Y.-sponsored workshops and conferences; and/or through his own readings. A written report shall be submitted to the Vice President of Student Affairs within ten days following workshop or conference attendance. Final grades earned in formal course work shall be forwarded when available, to the Vice President of Student Affairs and to the President of the College.

2. The Director of Admissions shall participate in local campus and University affairs, and/or be involved in campus or University related student or community activities.

3. The Director of Admissions shall report to the Vice President of Student Affairs and Dean of Students any honors or awards granted.

4. The Director of Admissions shall recommend improvements in the present office procedure designed to increase efficiency and reflect changing needs.

NON-TEACHING PROFESSIONAL STAFF EMPLOYEE EVALUATION FORM

EMPLOYEE NAME Smith (Last Name) Mary (First) (M.I.) DEPARTMENT Admissions

IMMEDIATE SUPERVISOR Jones (Last Name) John (First) DATE December 1, 1974

EVALUATIVE CRITERIA	COMMENTS	NOT APPLICABLE (PLEASE CHECK)
EFFECTIVENESS IN PERFORMANCE	Miss Smith has been extremely effective in her performance. Her effectiveness has been an asset to the College in attracting students to Farmingdale.	☐ N/A
MASTERY OF SPECIALIZATION	Miss Smith is an authority in her field and has more than mastered the position of Director of Admissions.	☐ N/A
PROFESSIONAL ABILITY	Miss Smith is a professional in the true sense of the word and carries out the responsibilities of her position to the benefit of the College.	☐ N/A
EFFECTIVENESS IN UNIVERSITY SERVICE	Miss Smith is on many committees both within the University and the College and outside the University. She contributes continuously of her own time for the benefit of the College	☐ N/A
CONTINUING GROWTH	Miss Smith continues to expand her perspectives on her role in the College and continues to accept new and greater challenges with the enthusiasm and confidence needed to fulfill the role of Director of Admissions.	☐ N/A

NON-TEACHING PROFESSIONAL STAFF EMPLOYEE EVALUATION FORM

EMPLOYEE NAME (LAST) Smith

OTHER EVALUATIVE CRITERIA (LIST)	COMMENTS
OVERALL COMMENTS	Miss Smith is a dedicated professional and we at Farmingdale are quite fortunate in having her as a member of our staff. I would not hesitate in recommending her for promotion, merit money or any other recognition that can be bestowed upon her.

OVERALL EVALUATION (CHECK ONE)

- [x] RECOMMENDED FOR PROMOTION
- [ ] SATISFACTORY WORK PERFORMANCE
- [ ] UNSATISFACTORY WORK PERFORMANCE

John Jones 12/1/74
(Supervisor's Signature) (Date)

Original to be sent to appropriate Vice-President
Copy to be kept by Supervisor
Copy to be given to Professional Staff Employee
Copy to be filed in NTP Employee's Personnel Folder